



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Portree High School



Striving for Excellence

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

School Profile

Pròifil na Sgoile

Portree High School is a school with a roll of 490 pupils and 47 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 11 Associate Primaries - Portree, Bun-sgoil Phort-righ, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol and Knockbreck are currently mothballed due to low pupil number). We also have a school residence with 38 pupils.

There are currently 490 children and young people on the school roll. The headteacher is supported by 2 Depute Head Teachers and 7 curriculum principal teacher(s) and 4 principal teachers Pupil support/Support for learning.

More than 80% of pupils use school transport. Of our current pupils, 39% have recognised additional support needs and 5.1% are registered for free school meals.

We have a House system with one House for our Gaelic Medium pupils. Our Gaelic ethos is strong. We celebrate the rich linguistic heritage of the area by providing education through the medium of Gaelic for fluent speakers and Gaelic classes for learners. Our provision in Gaelic and Gaelic Medium Education remains one of our key duties to our pupils and is a priority which has parity with English Medium Education. Pupils have a great pride in their school, and we celebrate success at every opportunity. As the only secondary school on Skye, we welcome pupils from all parts of the island, and we are fully inclusive, including a significant number with additional support needs.

We have very strong links throughout the community. They support us to provide a range of activities to enhance pupils' learning experiences. Portree High School is a Public Private Partnership (PPP) Community School sharing facilities such as our swimming pool, library and sports facilities with the local community. Both through the school and the local community, our pupils can take advantage of a wide range of activities and leadership opportunities.

As part of the school, we have an Enhanced Provision facility, for learners with complex learning needs, run by our Support for Learning Department. We currently have one full-time teacher to run this group, who is supported by 7 PSAs.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English is very good; attainment across the school in numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most of our children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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Data relating to our context: census point last September 2025

Pupil Numbers	Attendance	Teacher Numbers
489	86.4%	47

S1	S2	S3	S4	S5	S6
75	95	96	91	86	43

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0-10%	20-30%	60-70%	0-10%	0-10%	0-10%

ASN	FSM	EAL
30-40%	5.1%	0-10%

Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Majority

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
Almost all	Almost all	Almost all

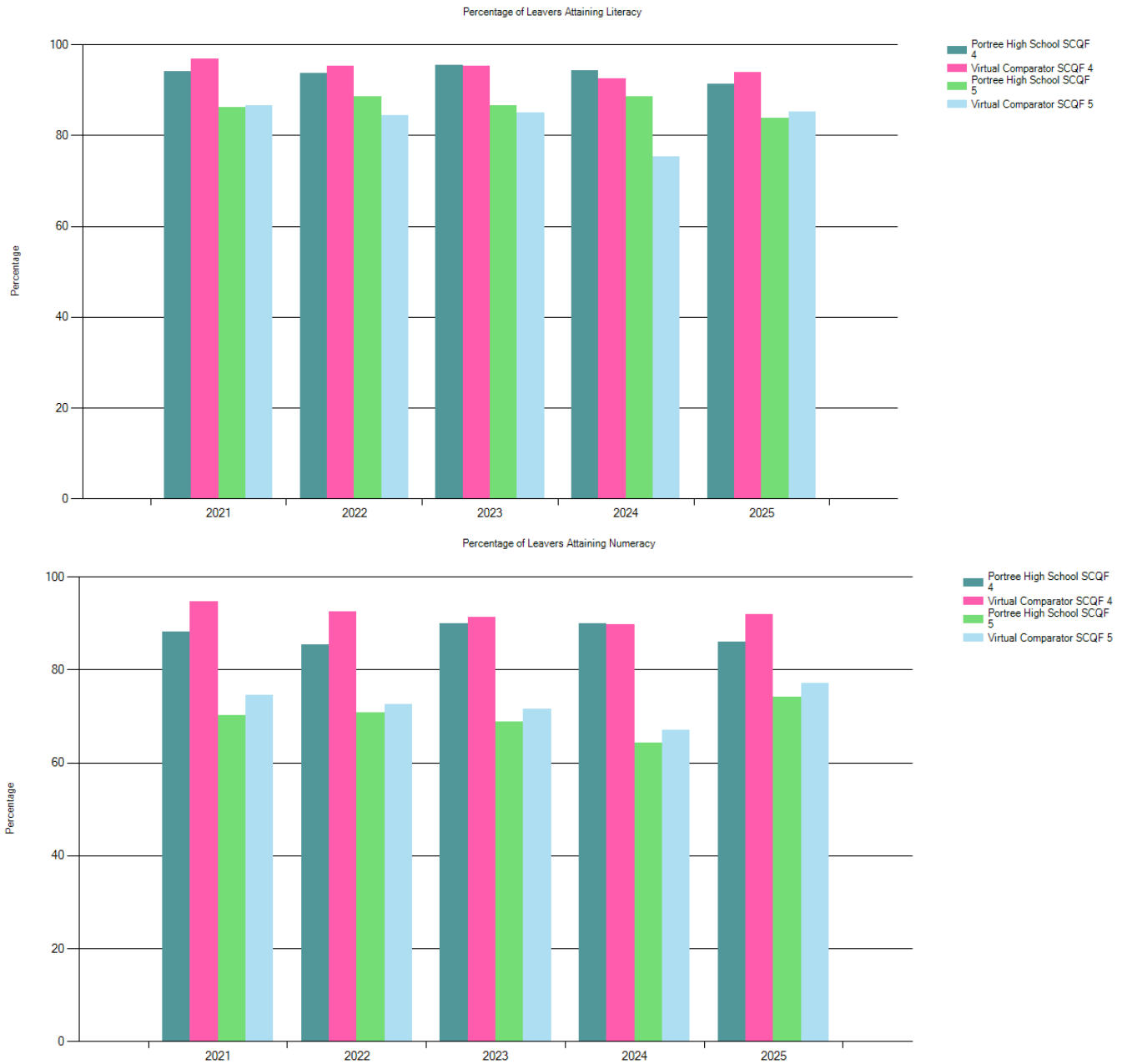
Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

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Senior Phase

Literacy at Level 4/5/6 above or equivalent to our Virtual comparator school
Numeracy at Level 4, 5 and 6 similar or slightly less than our Virtual comparator school in S4/5/6

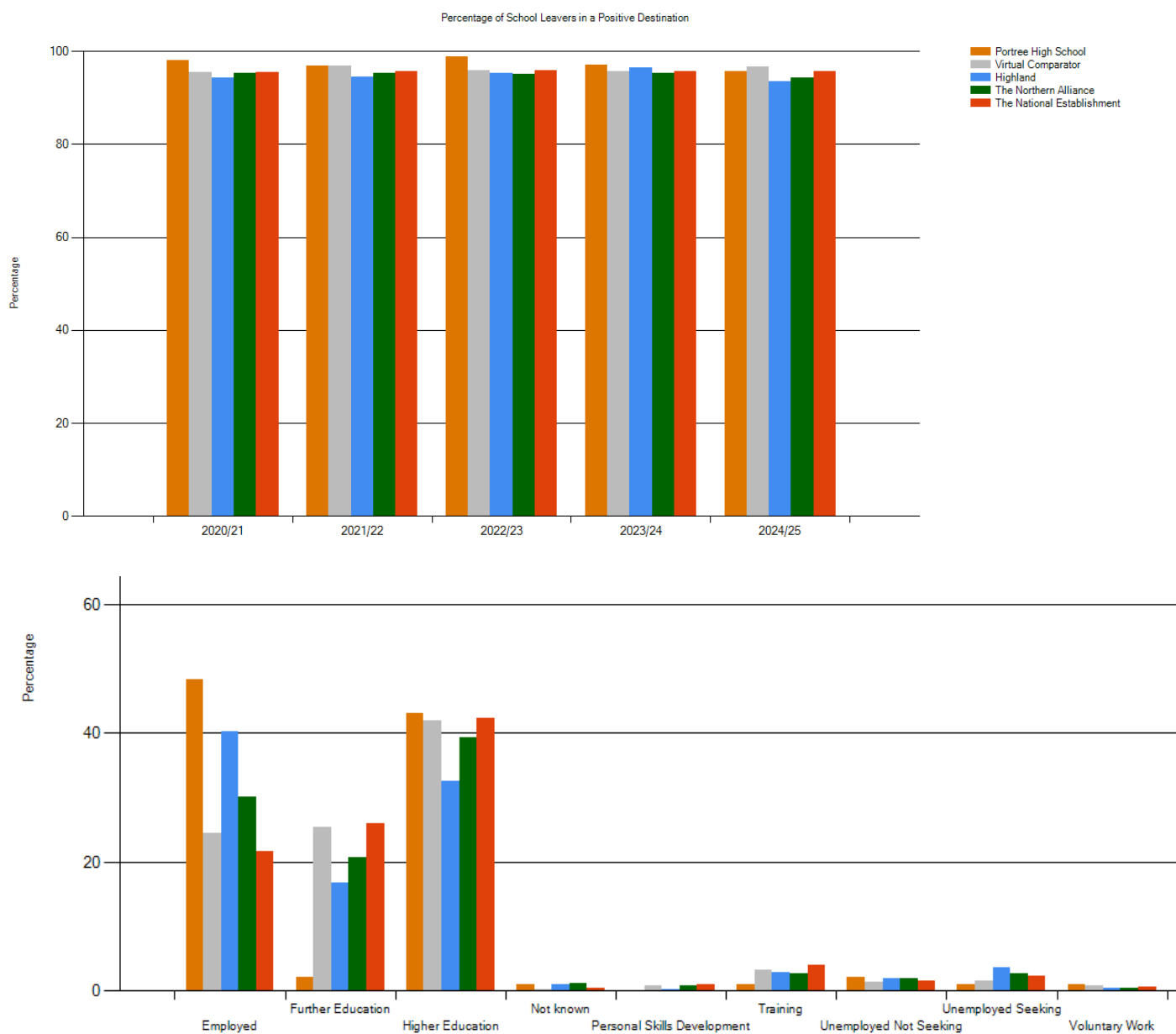


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Senior Phase Leavers Destinations

Virtually all our young people go onto positive destinations, with 48% going into employment and training, 2% into Further Education and 43% into Higher Education.

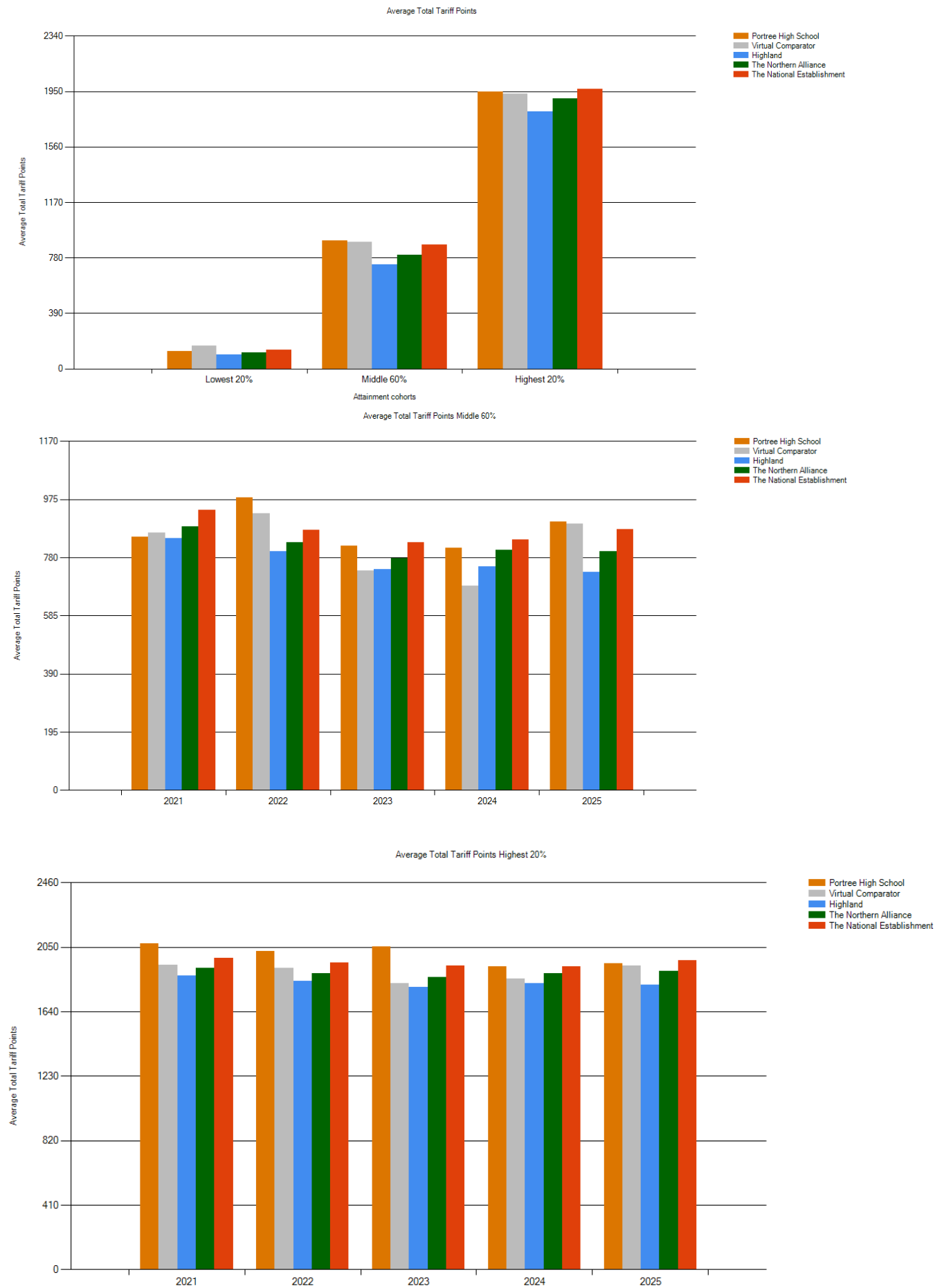
Many of our young people opt to take a gap year, before moving onto Higher/Further Education.



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Cohorts – Attainment for All

Our attainment for school leavers, our middle 60 % and highest 20% consistently similar or above our Comparator schools.



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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

Values

We place our values of Ready, Responsible, Respectful & Resilient at the core of the school life, and work with our staff, pupils and community partners to ensure that these are embedded in our activities.

Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, the Residence staff and our partners to promote excellence

Review of progress of improvement plan projects for session 2025/26

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: <i>Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs</i>	
School Improvement Plan Priority 1	
Summary of progress	Next steps

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✓ Embedding of school praise and concern system, to highlight positive achievements and areas of concern. ✓ Support with pupils to ensure access to the curriculum for pupils not able to attend classes. ✓ Staff able to share good practice, recorded in Shared folder, for other staff to use to enhance their practice. ✓ Peer visits to share good teaching strategies, both within and out with faculty. ✓ An increase in pupil engagement with active learning in a range of learning activities, noted through classroom observations and pupil voice. ✓ Improved learner and staff engagement with school values in staff-pupil dialogue. ✓ Use of Lexia and My Maths workout has increased in current S1 course as part of homework tasks. ✓ Development of individual digital trackers and diagnostic sheets in a number of subjects to allow the pupils to take accountability in terms of tracking their own progressing the Senior Phase. ✓ In the BGE, all faculties use success criteria and knowledge organisers that can be used by all pupils for consolidation and revision for assessments. ✓ Use of the Sportsplan app in P.E has helped improve planning and delivery of certain lessons. ✓ Development and use of the pupil provision map to help identify and plan for pupil's needs. ✓ Development of new courses in Criminology, Fashion & Textiles and Rural Skills, enabling a number of young people to engage in a greater range of non-traditional work courses. ✓ Support for non-attenders to achieve a range of SCQF Level 3/4/5 qualifications through College courses and rural skills allowed young people to gain additional qualifications.. - Interventions with ASN staff progressed to ensure those that ordinarily would leave with very few qualifications are achieving more. ✓ Introduction of N4 People and Society SQA course following consultation with young people. ✓ Supported study provided for each subject to maximise time for young people to gain exam practice, taken up by approximately 100 individuals.	Further embed consistent high-quality pedagogy through learning walks and structured professional enquiry. Strengthen whole-school approaches to assessment and use of data to inform planning and intervention.
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School Priority 2: Developing a culture of respect across the school, community and world

School Improvement Plan Priority 2

Summary of progress

- ✓ School values are known by all pupils. 4Rs of PHS are placed at the centre of Staff/pupil interactions and restorative conversations.
- ✓ Development of a whole school nurture response. All actions to be carried forward as this is probably a focus for the faculty to develop.
- ✓ Departments continue to work on embedding positive relationships policies reflecting on strategies to support pupils in their learning by implementing individualised protocols
- ✓ Opportunities for the pupils to learn from partners offering outreach programmes. This has allowed the pupils to have enriched learning experiences. For example, Climavore has worked with a group of S3 pupils where they were learning about sustainability at the shoreline. A citizen science project allowed them to work with the community and be part of a community wide project on tidal gardens. We have also had visits from the Skye and Lochalsh Rivers Trust where the pupils learnt about sustainable fishing on Skye. Both experiences have enabled the pupils to continue to show respect for the community and environment in their local area. Working with local community in development of YPI, Bairns Hoose, RNLI mural, Photography, inviting chaplains/local faiths groups, interfaith and humanist to support learning in RME. Travelling Art Gallery visit.
- ✓ Rights Respecting articles becoming embedded in all Tutor time classes and in most Social Subjects classes, as evidenced in lesson visits throughout the year.
- ✓ 75% of our Young people surveyed reported that RRS Articles have helped them develop their understanding of wider issues.
- ✓ Introduction of Equally safe at school program during tutor time, including the development of a steering group. Outside speakers on "lad culture" for S2/3 pupils reported to be a positive factor in reflecting on behaviour, with bespoke partnership with RASASH to deliver "Respect" and "Consent" workshops to all pupils
- ✓ Weekly engagement of 8 of our young people in allotment project, leading to increased attendance and engagement for 6 of the young people.
- ✓ Increased attendance in our Senior phase parental engagement evening to review their child's senior options. S3 Parent information evening allowed parents to engage with the SCQF framework and develop better understanding of progression into the senior phase.
- ✓ Engagement with Columba 1400 leadership academy for 16x S3 pupils lead to the receiving a Young Leaders certification.
- ✓ School positive relationship strategy evident in school Management system, with clear routine of procedure established. Development of Praise and Concern management, allowing pupils to receive Aim Skye High Awards for following 4Rs of PHS. Pupils know the strategy and how it works.
- ✓ An increase in Gaelic-immersive events for both GM & EM pupils in the junior school lead to more engagement of the Gaelic culture.
- ✓ 24x S2 pupils achieving an SCQF level 5 award in Leadership, through participation at Loch Eil Outward bound.

Next steps

Continue to develop this resource.

Refreshing the whole school Positive relationships policy in the 2026-27 session.

Continue to build on DYW and community partnerships.

Subsequent work with A Bissett and RASASH for 206/27

Partnership to continue with C 1400 for 2026-27

SCQF level 6 in Leadership to be offered to S5 pupils through Outward Bond in August 26.

Develop a more coherent whole-school nurture framework, with improved planning and evidence of impact.

Improve consistency in recording and tracking interventions.

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School Priority 3: Raising attainment and achievement across the curriculum

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
✓ Senior EP pupils have achieved many units this year. This year pupils started work in Home Economics and it has been great to see the progress that all pupils have made in this setting. ✓ Interventions have had some success with many school refusers achieving units/passes. ✓ Reading dogs has developed pupils reading levels as has the allotments. ✓ Nurture supporting young people to access the curriculum as fully as possible helping to raise attainment. ✓ Increase pace and challenge across departments and give confidence back to pupils and a belief in their ability. ✓ To develop the pupils' investigative skills in the lead up to them completing the assignment component of their N5 and Higher courses. ✓ Development of skills-based activities across S3 through taking part in small scale practice assignment activities. ✓ Introduction of Unifrog to develop Key Skills in all school year groups (initial implementation with S3 and S4/5) • The school has broadened curriculum pathways, including National 5 Applications of Maths and enhanced EP and Rural Skills provision, improving access to qualifications. • Learners at risk of disengagement are achieving units, awards and qualifications through targeted supports. • There is a clear focus on skills development, including practical, investigative and applied learning.	Continuing with expanding our EP course offerings. Next session, woodwork for EP pupils. Strengthen robust tracking and analysis of attainment data, particularly in the senior phase Continue to improve overall attainment outcomes, including positive destinations Develop a more coherent whole-school nurture framework, with improved planning and evidence of impact.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund (PEF) of £26000 has played a crucial role in supporting numeracy interventions across different year groups. By providing targeted assistance, PEF has helped students consolidate their mathematical understanding, improve confidence, and catch up on missed content.

Intervention Overview

Numeracy interventions were implemented across multiple year groups, with targeted in-class support and small-group sessions, homework support, and catch-up programs. The interventions were designed to address gaps in learning and provide students with additional support outside regular classroom instruction. In 25-26 we had a particular focus on ensuring pupils in S4 at risk of leaving school without a qualification had access to sufficient support to ensure that they gained a qualification that matched their ability or gave them access to a meaningful and challenging progression in S5.

S1 (First Year)

- **Number of students:** 6
- **Intervention:** Weekly one-to-one sessions with 2 pupils and in class support for 6.
- **Impact:** Students provided positive feedback, expressing enjoyment of the sessions. The intervention helped consolidate their knowledge and strategies. Very significant progress made

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S2 (Second Year)

- **Number of students:** 24
- **Intervention:** Targeted in-class support for 24 pupils that have been identified as having particular needs in numeracy. One-on-one support with one pupil on a weekly basis.
- **Impact:** Increased confidence among students. The setting allowed them to ask questions and reinforce their understanding of classroom material, filling gaps in understanding and giving them the opportunity to advance beyond Level 2.

S3 (Third Year)

- **Number of students:** 15
- **Intervention:** Targeted, daily in-class support in a class identified as having particular weakness in numeracy. One-on-one support with a pupil with medical needs out with the classroom.
- **Additional Support:** Homework assistance and catch-up sessions.
- **Impact:** Provided essential support for students struggling with numeracy concepts, ensuring they remained engaged with their coursework.

S4 (Fourth Year)

- **Number of students:** 26 (priority focus during Jan-April)
- **Intervention:** Support provided during timetabled S4 maths lessons, enabling teachers to run an extra classroom focused on re-engaging students who had missed content due to attendance issues.
- **Additional Support:** Catch-up space outside regular maths lessons (accessible during PE/RE sessions). Tutor time was available as a drop-in option, though it was less utilized than structured lesson-time interventions.
- **Impact:**
 - **National 3 Achievements:** 9 students.
 - **National 4 Numeracy Achievements:** 11 students
 - **Completion of All National 4 Units:** 4 students
 - **Target National 5 Applications:** 16 students. These pupils are all being presented for N5 Applications with a very good chance of success. Without PEF-Funding they would have sat N4.

Conclusion

The PEF-funded numeracy interventions have significantly contributed to student progress across multiple year groups. Small-group sessions have fostered confidence and understanding, while targeted support for S4 students has helped them catch up on missed content and achieve key qualifications. The structured approach to intervention has ensured that students receive the necessary support to improve their numeracy skills, ultimately enhancing their academic outcomes.

Wider achievements

Coileanaidhean nas fharsaingne

Learners benefit from a wide range of **high-quality wider achievement opportunities**, including:

- Duke of Edinburgh Awards and leadership programmes
- STEM engagement and partnerships (Science Skills Academy, engineering workshops)
- All pupils working with RASASH on a PSE program as part of Equally Safe At School
- S3 pupils engaging in the DYW /Young Enterprise Circular Economy project, with one team getting a runners up position at the final presentations.
- Sporting, cultural and creative activities at local, national and international levels
- Strong opportunities for **outdoor learning, trips and residential experiences** enhance learner skills and wellbeing
- Pupils demonstrate **leadership, resilience and teamwork**, reflected in participation and success across activities.
- Increased **confidence, engagement and aspiration** among learners
- Development of key **skills for learning, life and work**

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- Strong partnerships with **local employers, community organisations and national partners**, enhancing curriculum relevance (e.g. aquaculture, environmental projects).
- Learners are actively engaged in **community and charitable activities**, developing citizenship and values.
- 13 groups actively participated in the Youth Philanthropy Initiative, resulting in a £3000 donation for Am Fasgaidh. Our teams also fundraised for an additional 12 local charities, who benefited from over £1000. This is the 11th year of taking part, thus over £33000 raised for local charities in the last decade. Further charities also benefit from this, such as Lucky 2B here and Mountain Rescue, both receiving substantial donations.
- Further charity initiatives, such as fundraising for our Partner school in Zambia and completing over 1300 boxes for Blythswood shoebox appeal
- Learners gain valuable **real-world experiences and pathways into employment**
- Strong **community links** enhance the school's role within Skye and Lochalsh
- 6 Young people completed D of E Bronze award, with 4 achieving silver award status
- 24 Young people completed Outward bound SCQF level 5 in Leadership
- 35 young people achieved a Snowsports qualification at the Aosta Valley Trip, January 26.
- 2 of our S6 took part in the lessons from Auschwitz visit, then took assemblies and classroom presentations as part of Holocaust week.
- The development of our Allotment projects in Portree and Broadford have been progressing well, allowing us to develop and run a successful SQA Rural Skills course for the first time. Next year, we are hoping to offer an NPA level 5 course.
- Our Youth Development officer has supported 82 different awards this session, from Saltire awards, Youth achievement, Dynamic Youth, NPLQ, Fireskills, and Leadership awards.
- High Life leadership awards through our Active Schools Co-ordinator- 1 Pupil- Platinum leadership award, 1 pupil- Gold leadership award; 6 pupils- Silver leadership award, 12 pupils- Blue leadership award
- The **Parent Council** provides support and contributes to improvement priorities and opportunities for learners, including providing bursaries for those unable to afford school extracurricular trips and experiences, such as activity day.
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Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Summary of Stakeholder engagement surveys – May 2026

Parents of Portree High School pupils describe a **positive and supportive school experience overall**, with most reporting that their children feel **safe, respected and happy in school**, and are **making good progress**. Strong relationships with staff are a key strength, alongside high levels of confidence in the school's **ethos, leadership and approachability**, with most parents feeling comfortable raising questions or concerns and many willing to recommend the school. Teaching and learning are viewed positively by the majority, with appropriate challenge and support evident, although not consistently across all responses. Communication is generally seen as effective, particularly in terms of accessibility and engagement, contributing to overall satisfaction. Overall, the survey highlights a school that is **well regarded by parents, with strong foundations in relationships, wellbeing and leadership**.

Pupils at Portree High School report a **generally positive experience**, with most indicating they feel **safe in school**, have **someone they can talk to**, and are treated with **respect by staff and peers**, reflecting a strong and inclusive ethos. Many learners value the range of **opportunities for wider achievement, physical activity and participation**, and feel **encouraged to do their best**, with appropriate levels of challenge and support available when work is difficult. Most pupils are also broadly satisfied with the **quality of teaching**, although this is not consistent for all. However, responses highlight more mixed views around **learner voice and engagement**, with fewer pupils feeling that their views are consistently listened to or acted upon, and variation in **enjoyment of learning** and the impact of homework. There are also **significant concerns about how well bullying is addressed**, alongside less consistent confidence in how the school supports confidence-building and individual progress. Overall, the survey indicates a school with **strong foundations in relationships, safety and opportunity**, but with clear areas to strengthen in **consistency of learning experience, pupil voice and wellbeing support**.

Partners working with Portree High School report **very strong and effective relationships overall**, with almost all indicating that partnership working is **regular, well-established and works well in practice**. There is high confidence in **safeguarding awareness, communication and information sharing**, and partners feel **valued by the school**, with clear roles and responsibilities supporting effective collaboration. Joint planning and delivery of provision are widely seen as strengths, alongside good understanding of the school context and positive promotion of partner services. However, responses are more mixed regarding **involvement in self-evaluation, evaluation of impact, and opportunities for joint professional learning**, suggesting these areas are less consistently developed. Overall, the survey highlights **highly positive partnership working characterised by strong relationships, trust and communication**, with scope to strengthen **collaborative evaluation and shared improvement activity**.

Staff at Portree High School report a **generally positive experience overall**, with most teachers and pupil support staff finding their roles **rewarding and feeling valued within the school community**, and highlighting strong relationships characterised by **mutual respect among colleagues and with young people**. There is also strong confidence in **safeguarding procedures, professional learning, and the school's values**, alongside generally positive views of classroom practice, including **learner engagement, appropriate challenge, and the quality of feedback to support progress**. However, responses across both groups indicate less consistency in **opportunities for leadership, involvement in decision-making, and engagement in self-evaluation and improvement planning**, particularly among pupil support staff. There are also more mixed views around **communication, collaborative working, and how effectively issues such as bullying and behaviour are addressed**, as well as limited opportunities to **share practice beyond the school and shape the wider curriculum**. Overall, the survey reflects a staff team that is **committed, supportive and professionally engaged**, with clear strengths in relationships and day-to-day practice, alongside areas to strengthen in **empowerment, collaboration and whole-school improvement processes**.

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs
- Developing a culture of respect across the school, community and world
- Raising attainment and achievement across the curriculum

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.portreehigh.org.uk/key-documents> or by contacting the school office.

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